Moving West

Westward Movement

Settlements

Civil War

Battles/War

Slavery/Underground Railroad

Great Depression

Civil Rights

World Wars

Week 1 and 2-Read a book about era

Overview of era-

Map of region

States in the US at the time

Dates of era

Daily Life- Occupations, Income, Schooling, Houses, towns etc.

How did it impact the US, political, economic, and social, as well as the environment that it was part of.

Week 3

Two significant event- How did it impact the US, political, economic, and social, as well as the environment that it was part of.

Week 4

Two significant people of the era. How did they contribute to the political, economic and social change.

(4)  History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

(C)  identify reasons people moved west;

(D)  identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;

(E)  identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution;

(F)  explain how industry and the mechanization of agriculture changed the American way of life; and

(G)  identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.

(5)  History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A)  analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions;

(C)  identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

(6)  Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A)  apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B)  translate geographic data into a variety of formats such as raw data to graphs and maps.

(7)  Geography. The student understands the concept of regions in the United States. The student is expected to:

(A)  describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;

(B)  describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;

(C)  locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest; and

(D)  locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.

(8)  Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A)  identify and describe the types of settlement and patterns of land use in the United States;

(B)  explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present; and

(C)  analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.

(9)  Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A)  describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and

(B)  analyze the positive and negative consequences of human modification of the environment in the United States, past and present.

(13)  Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

(A)  compare how people in different parts of the United States earn a living, past and present;

(B)  identify and explain how geographic factors have influenced the location of economic activities in the United States;

(C)  analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;

(E)  explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.